R E P O R T R E S U M E S

ED 017 735 VT 005 045

A SURVEY OF THE NEED FOR PRE-SCHOOL TEACHER TRAINING.

BY- ZIMMERMANN, BEATRICE B. AMOS, RUTH
NORTH DAKOTA UNIV., GRAND FORKS, COLL. OF EDUC.

REPORT NUMBER NDU-RR-11 PUB DATE JAN 68
EDRS PRICE MF-$0.25 HC-$1.16 27P.

DESCRIPTORS- #PRESCHOOL TEACHERS, #EDUCATIONAL NEEDS, #TEACHER EDUCATION, SURVEYS, SUBPROFESSIONALS, TEACHER AIDES, TEACHER ATTITUDES, CHILD CARE WORKERS, ADMINISTRATOR ATTITUDES, PRESCHOOL EDUCATION, HOME ECONOMICS EDUCATION, #FEASIBILITY STUDIES, MINOT, NORTH DAKOTA,

THIS STUDY WAS MADE TO AROUSE INTEREST IN PRESCHOOL EDUCATION AND TO ASSESS THE NEED FOR A TRAINING PROGRAM FOR PRESCHOOL TEACHERS AND ASSISTANT TEACHERS IN AND NEAR THE CITY OF MINOT, NORTH DAKOTA. OPINIONS FROM EIGHTY EDUCATORS AND GOVERNMENT OFFICIALS AND TEACHERS AND ADMINISTRATORS OF PRESCHOOL PROGRAMS WERE SECURED BY PERSONAL CONTACTS, QUESTIONNAIRES, AND TELEPHONE CONVERSATIONS. THE DATA INDICATED A REAL NEED FOR TRAINING AT THE PROFESSIONAL AND PARAPROFESSIONAL LEVEL AND FOR TRAINING ESSENTIAL FOR GOOD TEACHER EDUCATION. EDUCATORS AND ADMINISTRATORS APPROVED THE DEVELOPMENT OF A COURSE FOR CHILD CARE AND TRAINING, AND OVER HALF OF THE TEACHERS AND ADMINISTRATORS OF PRESCHOOL PROGRAMS EXPRESSED DEFINITE INTEREST IN TAKING CHILD DEVELOPMENT COURSES. HIGH SCHOOL HOME ECONOMICS TEACHERS FELT THERE WERE POSSIBILITIES FOR CHILD CARE TRAINING AMONG WAGE EARNING CLASSES, AND THE NORTH DAKOTA STATE SUPERVISOR OF HOME ECONOMICS EDUCATION FORESAW THE DEVELOPMENT OF CHILD CARE COURSES IN HIGH SCHOOL VOCATIONAL EDUCATION PROGRAMS TO TRAIN TEACHER AIDES AND CHILD CARE ASSISTANTS. IT WAS RECOMMENDED THAT A TRAINING PROGRAM FOR PRESCHOOL TEACHERS AND ASSISTANTS BE INITIATED AT MINOT STATE COLLEGE. SUGGESTED PROGRAMS INCLUDE COURSE LISTINGS AND CREDIT HOURS FOR A BACHELOR OF SCIENCE DEGREE FOR CERTIFICATION OF PROFESSIONAL TEACHERS IN PRESCHOOL EDUCATION, FOR NONDEGREE TEACHERS OR A MINOR IN PRESCHOOL EDUCATION, AND FOR SEMIPROFESSIONALLY TRAINED PERSONNEL IN PRESCHOOL AGENCIES. A BIBLIOGRAPHY AND THE QUESTIONNAIRE ARE INCLUDED. (HC)

DOCUMENT FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED017735

A Survey of the Need for Pre-School Teacher Training

Mrs. Beatrice B. Zimmermann
Mrs. Ruth Amos

Research Report No. 11

CENTER FOR RESEARCH IN
VOCATIONAL AND TECHNICAL EDUCATION

College of Education
University of North Dakota
Grand Forks

VT005045

January, 1968

FOREWORD

This research report is another in a series of research studies conducted by vocational educators in North Dakota. This study was partially supported by the Center for Research in Vocational and Technical Education. The authors, both of whom are staff members of the Home Economics Department at Minot State College, Minot, North Dakota, provided the impetus for the study and were assisted in the development and conduct of the study by the staff of the Center.

One of the objectives of the Center for Research in Vocational and Technical Education is that of disseminating research findings. The publication and distribution of this research report contributes directly to this objective. An additional objective of the Center is to stimulate persons to design and conduct research in vocational education and to support them in their research efforts. The financial and other assistance which has been provided the authors is evidence that the Center is fulfilling this purpose.

There is a great need for additional research in many areas of vocational education in North Dakota. It is hoped that persons reading this research report may be stimulated to develop additional research projects and that the research center may have an opportunity to support them in their efforts. Additional research in vocational home economics curriculum development is needed.

The survey reported in this publication is admittedly limited in scope and depth. It does represent, however, an important first step in the development of a new program.

Dr. Norman D. Ehresman
Director

CONTENTS

	PAGE
FOREWORD	i
CONTENTS	ii
LIST OF TABLES	iii
INTRODUCTION	1
REVIEW OF SELECTED LITERATURE	1
SUMMARY OF REPONSES TO QUESTIONNAIRE A FOR EDUCATORS AND GOVERNMENT OFFICIALS	5
RESPONSES TO QUESTIONNAIRE B FOR TEACHERS AND ADMINISTRATORS OF PRE-SCHOOL PROGRAMS	8
SUMMARY	13
RESULTS AND CONCLUSIONS	15
BIBLIOGRAPHY	19
APPENDIX A	20
APPENDIX B	21
APPENDIX C	22
APPENDIX D	23

LIST OF TABLES

TABLE		PAGE
1.	EDUCATORS AND ADMINISTRATORS PARTICIPATING IN THE SURVEY	6
2.	SUMMARY OF QUESTIONNAIRE FOR EDUCATORS AND GOVERNMENT OFFICIALS	7
3.	CLASSIFICATION OF TEACHERS, ADMINISTRATORS, AND ASSISTANTS IN PRE-SCHOOL PROGRAMS WHO WERE QUESTIONED	9
4.	EDUCATION OF PERSONS INTERVIEWED	10
5.	RESULTS OF QUESTION I	11
6.	AREAS OF INTEREST AS INDICATED BY QUESTIONNAIRE	12

INTRODUCTION

This study was designed to arouse interest in pre-school education and to determine the need in the Minot area for teacher training in nursery and kindergarten education. Only two day-care centers in Minot are licensed; the operators are not required to have even basic training. There is need to raise the standards, from day-care through private kindergartens and Head Start programs. Administrators, teachers of nursery, kindergarten, Head Start programs and others interested in young children have been interviewed and asked to complete questionnaires to determine the need for a training program for teachers and teacher aides.

REVIEW OF SELECTED LITERATURE

Experts agree that the first five years of a child's life will determine the basic attitudes and personality patterns which will govern his emotional, mental, and physical development.

Gesell said, "...basically, the pre-school child is just as much of an educational problem as is the school child."[1] He recommends coordination among the public agencies affecting children, such as the health and child welfare agencies, the nursery school, the kindergarten, the Sunday school and the home.

Increasing numbers of pre-school children are being deprived of the

---

[1]Arnold Gesell, "The Significance of the Nursery School," Childhood Education, Vol. 1, 1924, p. 14.

ideal experiences of a happy home with both mother and father resident, and the advantages of a healthy, stable, and stimulating environment. A 1958 study revealed no adequate arrangements for the care and supervision of 400,000 children under 12 whose mothers worked full time.[2] While their mothers worked, 38,000 children six years of age were found to be under no supervision but their own.[3] In 1965, 25 per cent of mothers with pre-school children were in the labor force. The percentage has increased at a rate of about one per cent a year.[4]

In fatherless homes there is a much higher proportion of working mothers. In this group 54 per cent of mothers with children three to five years old were in the labor force, of those with children under three years of age, 37 per cent were working. By 1970 there may be 16 million women working part time - a 30 per cent increase over 1960.[5]

Before World War I, the typical woman worker was young and unmarried. Today, the typical female worker is 41 years old, married, and an accepted member of the labor force.[6]

The new Federal program, Head Start, emphasizes our national need

---

[2]Kathryn Close, "Day Care as a Service for All Who Need It", Children, July-August, 1965, U.S. Government Printing Office, pp. 157-160.

[3]"American Woman", Report of the President's Commission on the Status of Women, edited by Margaret Mead and Frances Kaplan, Charles Scribner's Sons: New York City, 1965, p. 874.

[4]Mary Keyserling, Handbook on Women Workers, U.S. Department of Labor 1965 Handbook on Women Workers, pp. 13, 38-39.

[5]Anita Reuhert, "The Homemaker as an Employed Worker", Journal of Home Economics, Vol. 53, 1961, pp. 18-22.

[6]Keyserling, p. 13.

to aid the children from poor families who can benefit greatly from pre-kindergarten training. Julius B. Richmond, M. D., Program Director for Project Head Start says, "Through Project Head Start, Americans are offered an opportunity to conserve their greatest natural resource--their children."[7]

Head Start programs are well established in large cities and in industrial areas where there are large numbers of families in lower income groups. Working mothers have an estiamted 15 million children under 18 years of age, with four million under six years of age and five million between the ages of six and 11 years.[8] The Children's Bureau feels that few mothers of children under six years have the stamina to be mother, father, and full time worker. When the mother has to work, adequate care and supervision of the children become primary concerns of the community.[9]

In an address entitled Children and Head Start at Minot State College, June, 1967, Dr. Alfred M. Newman, ACSW consultant, made the following statements:

> "There are 35 to 50 million Americans who live in poverty. They are usually invisible. They live in all parts of the country. Six to eight million are Indian, Negro, Puerto Rican, and Mexican. One million are young people out of school, out of work, unskilled. In 1967 there were 1,300,000 enrolled in Head Start...
>
> "Head Start is a program designed to help parents provide a child with inner security which he will need tomorrow...
>
> "There is no better experience than Head Start to expose children to a team of experts who are sensitive to a child's world, how he lives, how

---

[7]"Project Head Start", Nutrition, Office of Economic Opportunity, Washington, D.C., U.S. Government Printing Office, 1967, p. 2.

[8]Keyserling, p. 4.

[9]"Work in the Lives of Married Women", National Manpower Council, Columbia Press: New York, 1958.

> he acts, how he thinks, how he gives and how he takes, in it, to it, and from it."

There appears a definite need in many parts of the nation and especially in the area of Minot, North Dakota, to provide facilities for training the needed teams of experts.

Training of semi-professional personnel for pre-school agencies could be provided through a high school vocational program; a more intensive study of child development could be offered for college credit for those who wish to qualify as fully accredited nursery school or kindergarten teachers. As more attention is given to the mentally retarded, the physically and emotionally handicapped children, semi-professional personnel will be needed to augment the services of the professional person working with mentally retarded and physically and emotionally handicapped children.[10]

The President's commission on the status of women stressed the need for care centers for children whose mothers work away from home when children are not in school. The commission stated that "...failure to assume such services reflects primarily the lack of community awareness of the realities of modern life."[11]

A study on child-care training in Nebraska in 1967 found no schools training semi-professional personnel to work in child-care services; in four counties surveyed, there were an estimated 1,000 children under 12 whose mothers worked full-time, and no licensed day-care facilities.[12]

---

[10] Research News, Research Coordinating Unit, University of Nebraska, Lincoln, Nebraska, Vol. 1, No. 4, May, 1967.

[11] "American Women".

[12] Research News, Research Coordinating Unit, University of Nebraska, Lincoln Nebraska, Vol. 1, No. 4, May, 1967.

Society needs pre-school education, particularly for the disadvantaged child; to promote physical growth and motor development; increase independence, strengthen emotional controls and self-discipline; encourage self-confidence and foster a sense of security, promote language skills and self-expression; broaden intellectual horizons and activity.[13]

Pre-school experiences and compensatory education now contemplated by thinking people indicate a change in our conceptions of man's nature and of his development.[14]

The 1957 conference on women power resulted in a consensus that there is no substitute for the mother's care of very young children, and that although the decision is one for the individual, when the well-being of the child is clearly endangered by the mother's employment, the community has a responsibility to protect the child in such ways as it can.[15] Some problems may be insuperable because of their economic or noneconomic costs,[16] but the need for the attempt to solve them is all to evident.

SUMMARY OF RESPONSES TO QUESTIONNAIRE A FOR EDUCATORS AND GOVERNMENT OFFICIALS

This data applies to Minot and areas within 100 miles of Minot. The survey began with interviews with the Ward County Superintendent of Schools and procurement of names and addresses from the North Dakota Educational Directory, 1966-67.

---

[13]Norma Law, "What Are Nursery Schools For?" Association for Childhood Education International (ACEI).

[14]Norma Law.

[15]"Work in the Lives of Married Women", National Manpower Council, Columbia Press, New York, 1958.

[16]Ibid., p. 205.

Educators on the Minot State College faculty interested in pre-school education were contacted personally, as were several state officials on the Board of Education. As shown in Table 1, the survey also included home economics teachers in the Minot school system, officials in the Office of Economic Opportunity, Bismarck, and officials of the Bureau of Indian Affairs.

TABLE 1

EDUCATORS AND ADMINISTRATORS PARTICIPATING IN THE SURVEY

Position Held	Number of Responses	
College Educators	7	
Public School Administrators	38	
High School Teachers	9	
State Board of Education Office	2	
Office of Economic Opportunity Officials	2	
Bureau of Indian Affairs	2	
Total Written Responses		60
Total personal interviews, educators and state officials	20	
Total Responses, Written and Oral		80
Questionnaires unanswered	16	
Total Mailed Questionnaires		76

TABLE 2

SUMMARY OF QUESTIONNAIRE FOR EDUCATORS AND GOVERNMENT OFFICIALS

Question I	Yes	No	No Answer	Total Response
Do you feel that there is a need for better qualified people in pre-school programs in the area, including the recent Head Start Program?	49	6	5	60

Question II	Yes	No	No Answer	Total Response
If there was a training program in pre-school education organized in the Minot area, would you support and encourage its development?	34	17	9	60

Responses from question III, "What possibilities for pre-school teacher training and training for assistant teachers do you see through the proposed vocational education programs in the state?", included some of the following:

College Educators

A. "With the new emphasis on pre-school experiences, I see unlimited potential."

B. "A good program should be worked on for North Dakota Day-Care Centers to have qualified trained persons heading licensed programs."

Public School Administrators

A. "Excellent possibilities for a very important program."

B. "Personally, I would like to see a pre-school program required for all schools. I feel that at times the child needing the pre-school preparation most is often handicapped because of home, social, and economic background."

A high school home economics teacher, State Board of Education official and Bureau of Indian Affairs official, respectively, responded in the following manner:

> "I feel the possibilities of this training program are wide open and the need will continue to increase rapidly in future years with more mothers entering the working field."
>
> "Through vocational education programs in North Dakota, I can see that training child care aids could become part of the 11th and 12th grade curriculum in occupational home economics. If post-high school vocational programs are established, I believe assistant teachers for pre-school programs could be trained there. I know there is a great need for training both child care aids and directors or supervisors of child care centers. However, the supervisor probably needs more than post-high school training. It might also be possible to establish some adult vocational occupational home economics programs whereby child care aids or assistant teachers could be trained. Federal vocational education funds could be used for the type of training suggested."
>
> "Eventually, I would like to see the 'teacher-aides' promoted to a professional pre-school teacher level. Through special training sessions, and the very important--on-the-spot training within the centers, these teacher aides could be very effective head teachers. This is in spite of the fact that they do not have a four year college degree."

The foregoing quotations seem to suggest a real need for training at the professional and paraprofessional or teachers-aide levels.

Despite a difference in purpose of the various pre-school programs, there is a common background of training essential in good teacher preparation for pre-school education. The teacher in any situation must know the principles of child development, but needs help through practical training to develop good teaching techniques.

RESPONSES TO QUESTIONNAIRE B FOR TEACHERS AND ADMINISTRATORS OF PRE-SCHOOL PROGRAMS

The persons surveyed by questionnaire or personal interview were selected from the Minot State College Head Start workshop participants,

from Head Start Programs staffed by the Office of Economic Opportunity, and from names suggested by various educators and administrators.

The survey instrument was sent to 66 teachers and administrators of pre-school programs. Of the original 66 persons to whom questionnaires were sent, 21 did not respond. An additional 22 persons were interviewed personally, making a total of 67 responses.

Classification of Persons Questioned

Table 3 lists the classifications of the 67 persons questioned. In the various pre-school programs, 40 persons were employed as head teachers. One first grade teacher with ten years experience who has also taught kindergarten said, "In teaching first grade, I find there is a great difference in the pupils. Those who have had Head Start training seem so much more prepared for first grade and adjust to new situations with much more ease."

TABLE 3

CLASSIFICATION OF TEACHERS, ADMINISTRATORS, AND ASSISTANTS IN PRE-SCHOOL PROGRAMS WHO WERE QUESTIONED

Positions held by those questioned:	Number of Responses
Directors of pre-schools	12
Head teachers	40
Assistants	15
Total	67

Educational Level of Persons Interviewed

Table 4 shows that nine of the persons questioned had attended graduate school and 31 had four year college degrees. Three teachers had attended college three years, five had attended college two years. Five had had only

one year of college. Ten assistants were high school graduates with no college training. One person interviewed was a registered nurse.

TABLE 4

EDUCATION OF PERSONS INTERVIEWED

Education	Number of Responses
Graduate School	9
B.S. Degree	31
3 years college	3
2 years college	8
1 year college	5
High school graduates	10
Registered nurse	1
Total	67

Years of Teaching Experience of Persons Interviewed

The range of teaching experience among the persons interviewed was from one summer to more than 11 years. Twenty-one, almost half of those questioned, had one year's experience, five of those interviewed had taught 11 or more years. The responses to this section of the questionnaire indicate that administrators are hiring young teachers for pre-school jobs.

Many of those interviewed personally said they felt they lacked the education needed to give the best possible training to the pre-school children. Few of them had any pre-school training in college.

Responses to the question, "If there was a child care training program offered at Minot State College for persons in pre-school education, would you be interested in attending evening or Saturday classes?"

There were 35 "yes" answers and 11 "no" answers. Eight persons were interested in regular day classes; five respondents were interested but unsure

of being able to attend. Six persons expressed mild interest and two did not respond. Answers to the above question are tabulated in Table 5.

TABLE 5

RESULTS OF QUESTION I

"If there was a child care training program offered at Minot State College for persons in pre-school education, would you be interested in attending evening or Saturday classes?"

Type of Answer	Number of Responses
Yes	35
No	11
Interested in regular day classes	8
Interested but may not be able to attend	5
Perhaps	6
No response	2
Total	67

Table 6 shows the classification of specific problems teachers would like to study. Eight respondents indicated an interest in all areas mentioned in the questionnaire, many others indicated an interest in more than one area of study. Fifteen persons were interested in studying stages of normal development and 31 were interested in studying behavioral problems. Group activities were of special interest to 24 persons.

TABLE 6

AREAS OF INTEREST AS INDICATED BY QUESTIONNAIRE

Specific Problems	Number of Responses
Stages of normal development	15
Behavioral problems	31
Group activities	24
Problems of young handicapped	15
Emotional problems	4
All areas of development	8
How home and family life affect children	5
Feeding pre-school children	3
Head Start Program	2
Montessori method	1
Laboratory experience with 4 year olds	1
The exceptional nursery school child	1
Psychology and psychological testing	1
Kindergarten program for public schools	1
Total areas of interest 14	Total responses 112

SUMMARY

1. The study dealt with two groups of persons classified as (a) educators and government officials, and (b) administrators, teachers and assistants of pre-school programs.

2. The people were interviewed by (a) personal contact, (b) questionnaires sent through the mail, and (c) telephone conversations.

3. The area selected for the study covered approximately one hundred miles radius of Minot, North Dakota.

4. Personal interviews were selected from (a) the North Dakota Educational Directory, 1966-67, (b) Minot State College Head Start workshop participants, (c) Head Start Programs supplied by the Office of Economic Opportunity, Bismarck, North Dakota, and (d) names suggested by various administrators and educators.

5. The review of literature indicated a growing need for pre-school education. The President's Commission on the status of women stressed the need for day care centers for children of working mothers. The conference on Women Power in 1957 recommended projects for adequate care of children of working mothers. The American Home Economics Association, at its 1966-67 National convention, adopted a resolution drawing attention to the needs of pre-school children and for certified teachers in this area of study.

6. Results of Questionnaire A - Educators and government officials questioned in the survey included officials of the State Board of Education; principals and superintendents of public schools; officials of the Bureau of Indian Affairs; college educators and home economics teachers in the city of Minot, North Dakota. Of the 60 educators and government officials responding, 20 were interviewed personally.

Responses expressed a real need for training at the professional and paraprofessional level, and training essential for good teacher education. Such training could be provided by a program on the college level as well as for the wage earning class at the high school level.

7. Results of Questionnaire B - Administrators and teachers of pre-school programs.

(a) This study dealt with responses from 45 questionnaires and 22 personal interviews, a total of 67 responses.

(b) Forty responses were secured from head teachers, 12 from directors and 15 from assistants.

(c) Responses were received from 31 persons connected with Head Start programs, from 17 persons in kindergartens, and from a smaller number in other programs.

(d) Of the persons interviewed, 31 had B.S. degrees and ten were high school graduates with no college training; education ranged from high school completion to Master's degrees.

(e) The responses showed that administrators are hiring young teachers for pre-school jobs; 21 responses were from teachers with one year's experience and 13 with two year's experience; experience ranged from one summer to more than 11 years. Many respondents indicated they felt a lack of the education needed to give the best possible training to pre-school children.

(f) Respondents expressed interest in classes in pre-school training at Minot State College. Thirty-five responses were positive; 14 others indicated interest and possible obstacles to attendance. Eight were interested in regular day classes, others in evening or Saturday classes.

(g) Thirty-eight persons believed they could secure better jobs with better training; 20 responded, "perhaps".

(h) Indications are that all areas of pre-school training are needed, but behavioral problems and group activities were most often mentioned.

RESULTS AND CONCLUSIONS

This study, attempting to assess the need for a training program for pre-school teachers and assistant teachers in and near the city of Minot, North Dakota, involved securing opinions from principals and superintendents of public schools, and from teachers and administrators of pre-schools. Of the 60 questionnaires returned from educators and administrators, 34 registered approval of the development of a course for child care and training. From 63 questionnaires returned, 49 teachers and administrators of pre-school programs expressed definite interest in taking child development courses.

High school home economics teachers see good possibilities for child care training among wage earning classes; nursery and kindergarten teachers would welcome additional training. The North Dakota State Supervisor of Home Economics Education foresees the possibility of child care courses in the vocational education program in high schools for training teacher aides and child care assistants.

A caseworker in the welfare office of Ward County stated that a child care training program at Minot State College would offer foster parents and day care directors an excellent opportunity to learn child development principles and help to solve daily behavior problems. Foster

parents, particularly, have expressed a desire to learn good childrearing practices.

A kindergarten teacher at the Minot Air Force Base is especially interested in a laboratory course offering experience with three and four year olds in creative play activities. This teacher is typical of North Dakota kindergartens, having a college degree in secondary or elementary education with little or no formal training in nursery education.

Head Start teachers are anxious for more training. One, teaching for the second year, said, "I taught by trial and error last year and made many mistakes; this year's program ran a little more smoothly." The director of the pre-school program at the Federal Indian School, Belcourt, North Dakota, would welcome and support a training program for Belcourt's pre-school staff. Teachers at the Federal Indian Schools at Dunseith and White Shield, North Dakota, are interested in a program providing better trained Head Start teachers.

The authors of this study conclude that a training program is urgently needed for nursery and kindergarten teachers, with curriculum sufficiently flexible to afford pre-college and college level training, and a laboratory nursery school with practical experience. Courses now offered in the education, psychology, physical education and home economics departments of Minot State College could be incorporated in the curriculum of such a course.

SUGGESTED BACHELOR OF SCIENCE DEGREE PROGRAM FOR CERTIFICATION OF PROFESSIONAL TEACHERS IN PRE-SCHOOL EDUCATION

		Course	QH
Psy	211	Home growth & development--childhood	4
Psy	423	Introduction to guidance	4
H Ec	203	Nutrition	4

H Ec	204	Family Foods	4
H Ec	311	Home Nursing & Health	1
H Ec	314	Child, Infant & Family care	4
H Ec	435	Home Management	3
Soc	371	Marriage & Family	4
Soc	372	Introduction to Social Work	4
Soc	376	Social Psychology	4
Art	221	Crafts	4
Lit	227	Literature for Children	4
Ed	335	Kindergarten Methods	4
Additional courses not now offered at Minot State College			
Pre-reading & story telling			2
Pre-school music and play activities			2
Total			52

Suggested program for non-degree teachers or a minor in pre-school education

		Course	QH
Psy	211	Human growth & development--childhood	4
H Ec	203 or 204	Nutrition or Family Foods	4
H Ec	331	Home Nursing	1
H Ec	314	Child Care	4
Art	221	Crafts	4
Ed	335	Kindergarten Methods	4
Lit	227	Literature for Children	4
Play activities & pre-school music			2&2
Pre-school reading & story telling			2
Total			31

Suggested courses for semiprofessionally trained personnel for pre-school agencies.

Course	QH
Child Care	4
Home Nursing	1
Pre-school music & play activities	2&2
Pre-school reading & story telling	2
Crafts	4
Total	15

P.E. Courses suggested

PE	124	Rhythmics	1
PE	243	Elementary activities	2
PE	103	Tumbling	1
	Total		4

The authors feel that this training program could be a significant educational asset to Minot State College, the surrounding communities of

Minot, and the State of North Dakota. If children are our greatest natural resource, we should try to assure that all pre-school groups are directed by educated and well-qualified teachers and assistants.

As a result of this survey, the authors recommend that a training program for pre-school teachers and assistants be initiated at Minot State College, Minot, North Dakota, and that its curriculum offer a program for both pre-college and college level training, with a laboratory nursery school established as an integral part of such plan.

BIBLIOGRAPHY

"American Woman," Report of the President's Commission on the Status of Women. Edited by Margaret Mead and Frances Kaplan. New York: Charles Scribner's Sons, 1965.

Close, Kathryn. "Day Care as a Service for All Who Need It," Children, July-August, 1965, pp. 157-160.

Early Childhood Certificate. Proposed for Kansas State College, Manhattan, Kansas, May, 1967.

Gesell, Arnold. Infant and Child in the Culture of Today. New York: Harper Brothers, 1943.

Gesell Arnold. "The Significance of the Nursery School," Childhood Education. Vol. 1, 1924.

Keyserling, Mary. Handbook on Women Workers. U.S. Department of Labor 1965 Handbook on Women Workers.

Law, Norma. "What are Nursery Schools for?" Association for Childhood Education International.

Newman, Dr. Alfred M. Children and Head Start. (Head Start Social Services Consultant, Denver, Colorado). Address presented at Minot State College, June, 1967.

"Project Head Start," Nutrition. Office of Economic Opportunity. Washington, D. C.: Government Printing Office, 1967.

RCU News From Vocational Education. Research Coordinating Unit, the University of Nebraska. Vol. 1, No. 4, May, 1967.

Reuhert, Anita. "The Homemaker as an Employed Worker," Journal of Home Economics. Vol. 53, 1961.

"Work in the Lives of Married Women," National Manpower Council. New York: Columbia Press, 1958.

APPENDIX A

As an outstanding educator in your community, you will surely be interested enough in our study to take a few minutes to answer our questionnaire.

The Center for Research in Vocational and Technical Education, which seeks to improve vocational education in North Dakota, has given a grant to the Home Economics Department of Minot State College to do a survey.

The purpose of this study is to discover the need for training personnel for pre-school programs, such as nursery schools, day-care centers, and the Head Start Program, with the possibility of providing such training at Minot State College.

Enclosed with the questionnaire is a self-addressed, stamped envelope. We would appreciate having the completed questionnaire returned by June 2, 1967.

If you know of others who are interested in pre-school education, would you please send us their names and addresses. Thank you.

Sincerely yours,

Mrs. Beatrice B. Zimmermann
Chairman, Home Economics Dept.

Mrs. Ruth Amos
Home Economics Instructor

ark
Enclosures

APPENDIX B

July 7, 1967

As one interested in the education of young children in your community we hope you will be interested in our study and will answer the enclosed questionnaire and return it in the self-addressed envelope.

The Center for Research in Vocational and Technical Education, which seeks to improve vocational education in North Dakota, has given a grant to the Home Economics Department of Minot State College to do a survey. The purpose of this study is to discover the need for training personnel for pre-school programs, such as nursery schools, day-care centers, and the Head Start Program, with the possibility of providing such training at Minot State College.

If you know of others who are interested in pre-school education, would you please send us their names and addresses? Thank you.

Sincerely yours,

Mrs. Beatrice B. Zimmermann
Chairman, Home Economics Dept.

Mrs. Ruth Amos
Home Economics Instructor

Enclosures

APPENDIX C

QUESTIONNAIRE A.
for
Educators and Government Officials

Name _____

Position _____

Agency or Organization _____

Do you feel that there is a need for better qualified people in pre-school programs in the area, including the recent Head Start Program? Yes _____ No _____

Are there positions open for qualified people in nursery and kindergarten schools for pre-school children? Yes _____ No _____

If there was a training program in pre-school education organized for the Minot area, would you support and encourage its development?

Yes _____ No _____

If so, how?

What possibilities for pre-school teacher training and training for assistant teachers do you see through the proposed vocational education programs in the state?

APPENDIX D

QUESTIONNAIRE B.
for
Teachers and Administrators of Pre-School Programs

Name _____

Address _____

_____

Circle one or more:

Position - (director, head teacher, assistant teacher)

Type of school - (nursery, day-care, kindergarten, school for handicapped children, Head Start Program)
(private or church related)

Educational Background - (High School, College, Graduate School)

Number of years of experience in group work with pre-school children.

If there was a child care and training program offered at Minot State College for persons in pre-school education, would you be interested in attending evening or Saturday classes? Yes No

If you had better training, do you feel you could find a better paying job in the Minot area? Yes No

What specific problems would you like to study. For instance:
Stages of normal development; behavior problems; group activities; problems of the young handicapped child; etc.
Circle one of the above or list any others.